

# **FY2006 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT**

## **Department of Psychology Fort Hays State University**

### **I. Departmental Overview**

The Department of Psychology offers courses (undergraduate and graduate) that provide a solid foundation in the science of behavior and mental processes. The undergraduate program prepares graduates who can compete effectively in the job market or who can go on to graduate study. The graduate program serves essentially the same purposes, but at an advanced level.

The Department of Psychology has available six different degree programs (B.A. in Psychology, B.S. in Psychology, M.S. in Clinical Psychology, M.S. in School Psychology, Ed.S. in School Psychology, and M.S. in General Psychology), an undergraduate minor program in psychology, and one certificate program (Case Management).

#### **A. Departmental Mission and Vision Statements**

It is the Department of Psychology's mission to:

- Provide high quality education and training in Psychology to undergraduate and graduate students.
- Engage in scholarly activities that will contribute to the science and profession of psychology.
- Provide service to Fort Hays State University, the Hays community, and the discipline of psychology.

Attached in the supporting documents section is a "mission statement" for the department that includes a listing of what we are doing, and we plan on doing in the long term (5-10 years).

#### **B. Departmental Goals, Objectives, and Strategic Priorities**

See Section C.

### **II. Departmental Highlights**

#### **A. Departmental Productivity and Other Distinctive Departmental Accomplishments**

Departmental Productivity and Other Distinctive Departmental Accomplishments

##### **A complete overall of undergraduate assessment**

\*See details in goals section

### **Increase in students served by the department**

- \*105% increase in new freshmen from AY 04 to AY 05, this increase was maintained AY 06
- \*21% increase in psychology majors from AY 04 to AY 05, with increase maintained and a slight increase in AY 06 (with a total **42% increase in majors** from AY03 to AY 06)
- \*21% increase in psychology graduate students from AY 04 to AY 05, with increase maintained
- \*10% increase in undergraduate SCH from AY 05 to AY 06 (with a total **75% SCH increase** between AY 01 and AY 06)
- \*Major jump in graduate SCH from two years ago is basically being maintained

### **Faculty who exhibit excellence in teaching**

- \*On Fall 2005 TEVALs, 85% of students ranked overall teaching effectiveness as “high” or “very high” for the department’s faculty (consistent with previous 2 semesters)
- \*Two faculty were MortarBoard Top Profs (C. Patrick, G. Smith), and one a Panhellenic Council Outstanding Professor (C. Patrick)

### **A vibrant and active department in terms of student intellectual and social life**

- \*The FHSU Psi Chi chapter was named a “model chapter” by the national Psi Chi office, a rare honor.
- \*There were 20 new FHSU inductees in to Psi Chi, the national honorary organization in psychology.
- \*The number of undergraduate students participating in research *more than tripled* from FY 05 to FY 06 in the psychology department.
- \*29 total psychology students traveled to one national (in Texas) and two regional (in Kansas and Missouri) psychology conventions
- \*Nine students presented original research at those conferences:

**Augustine, M. J.** (2005, November). *Criminal profiling: The relationship between accuracy and abilities*. Paper presented at the annual convention of the Association for Psychological and Educational Research in Kansas, Emporia, KS.

**Barb, M., & Ruggiero, J.** (2006, March). Influences on college major choice. *Poster presented at the annual Great Plains Students’ Psychology Convention, Central Missouri State University, Warrensburg, MO*

**Barb, M., & Ruggiero, J.** (2005, November). Personality characteristics among different college majors. *Poster presented at the annual convention of the Association for Psychological and Educational Research in Kansas, Emporia, KS.*

Hayes, K. M., **McCain, J. R., Augustine, M. J., & Marrs, H.** (2006, April). *A comparison of online open-book and traditional assessment techniques*. Poster presented at the annual convention of the Southwestern Psychological Association, Austin, TX.

**Rai, Manpreet K.** (2006, March). *Online surveys as a method to measure international students’ epistemological beliefs and self construal*. Poster presented at the

annual Great Plains Students' Psychology Convention, Central Missouri State University, Warrensburg, MO.

**Smith, J. R., Spears, J. D., Ellis, M. M., Ryan, E., Barb, M., & Ruggiero, J.** (2006, March). *Big five personality traits and college major choice*. Poster presented at the annual Great Plains Students' Psychology Convention, Central Missouri State University, Warrensburg, MO.

**Yates, R. D., Hayes, B., McDaniel, H., & Kaiser, J. R.** (2005, November). *Relation between parenting style and students' views of their parents*. Poster presented at the annual convention of the Association for Psychological and Educational Research in Kansas, Emporia, KS.

**Yates, R. D.** (2005, November). *Relation between college students' drinking habits and views of alcohol treatment efficacy*. Paper presented at the annual convention of the Association for Psychological and Educational Research in Kansas, Emporia, KS.

**Yates, R. D.** (2006, March). *The history and systems of alcoholism from its identification to modern conceptions*. Paper presented at the annual Great Plains Students' Psychology Convention, Central Missouri State University, Warrensburg, MO.

- The department's Psychology Club and Psi Chi are becoming well known across the campus and in the community for their volunteerism and public service
- There was a large display of student research for April's Research and Creative Activity Week
- A special presentation given by Dr. Mark Haub, an alumnus in psychology, was attended by over 80 psychology students in September 2005
- Ten students participated in psychology discussion seminars, sometimes even meeting on the weekends

#### **A beneficial relationship with Larned State Hospital that has grown this year**

- \*A research consortium with Larned State Hospital, that meets quarterly, has been formed this year (coordinated by C. Patrick, FHSU, and Leo Herrman, LSH).
- \*There are seven joint LSH/FHSU research projects underway currently.
- \*Twelve students traveled to LSH to work on multiple research projects, all of which have import for policy-making in the State of Kansas.
- \*A program to offer credit to students for taking LSH's Mental Health Technician training has been developed this year. Students who do a satisfactory job at the training will nearly be guaranteed a job at LSH upon graduation (we may soon have an agreement where it will be guaranteed)
- \*LSH staff have become regular guest speakers in our Abnormal and Criminal Psychology courses.

#### **A scholarly faculty who are active and known in the discipline of psychology**

- \*Faculty made 6 scholarly presentations at regional and national conferences this year
- \*A large number of new faculty-led research studies were started this year, involving 72 undergraduate students
- \*Seven of nine faculty were involved in those presentations

- \*Four book chapters or scholarly articles were published in peer-reviewed journals
- \*The department has a nationally known and sought after expert in the area of home schooling and inclusion (S. Duvall)
- \*Five departmental faculty were elected to the leadership for professional organizations: K Hayes as President, C. Nassif as secretary, & H. Marrs as treasurer of the Association for Psychological Research in Kansas; S. Duvall as President-Elect of the Kansas Association of School Psychologists; and G. Smith as a member of the Board of Directors for the Kansas Association of Master's Level Psychologists.
- \*The Department of Psychology will be responsible for hosting the regional (two state) PERK convention in November 2006, which should bring a large number of undergraduate and graduate students and faculty from other universities to Hays
- \*Eight of nine faculty members took advantage of university funding for scholarly endeavors
- \*There were 5 funded applications for scholarly travel from the Faculty Development Committee
- \*There was one funded sabbatical application
- \*There was one funded internal research grant
- \*The department a large display of faculty research for April's Research and Creative Activity Week

**B. Performance Indicators**

<b>Key Performance Indicator</b>	<b>Baseline FY2004</b>	<b>Actual FY2005</b>	<b>Actual FY2006</b>	<b>Goal FY2007</b>
<b>Number of New Freshmen</b>	18	37	37	25
<b>Number of Transfer Students</b>	15	17	19	17
<b>Number of Majors:</b>				
Undergraduate (first majors/second majors)	156	189	194	185
Graduate				
Departmental majors	34	41	38	35
MLS students	4	4	1	1
<b>Student Credit Hour Production</b>				
Undergraduate	5601	5958	6539	6000
Graduate	832	977	863	850
<b>FTE Faculty (Headcount)</b>				
Tenured or Tenure-track Faculty (Headcount)	7.5	7.5	7.5	8.5

<b>Key Performance Indicator</b>	<b>Baseline FY2004</b>	<b>Actual FY2005</b>	<b>Actual FY2006</b>	<b>Goal FY2007</b>
NonTenure-Track Faculty (Headcount)	.5	.5	1.0	1.0
Other Faculty (Headcount/Sections Taught)	7 faculty/ 10 classes	8 faculty/ 13 classes	6 faculty /12 classes	6 faculty /12 classes
<b>Degrees Awarded</b>				
Undergraduate degrees	32	32	30	30
Graduate degrees				
Departmental degrees	15	10	20	12
MLS degrees	1	2	0	1
<b>Scholarly Activity (See Section IV for documentation requirement)</b>				
Number of books, book chapters, and <b>refereed</b> articles published	2	2	4	3
Percent of faculty publishing <b>refereed</b> books, chapters, or articles	25%	25%	45%	33%
Number of <b>non-refereed</b> articles and presentations	1	0	2	1
Percent of faculty publishing <b>non-refereed</b> articles or presentations	12.5%	0%	22%	12.5%
Number of scholarly performances and other creative activities	6	11	6	8
Percent of faculty in scholarly performances or other creative activities	75%	75%	45%	75%

<b>Key Performance Indicator</b>	<b>Baseline FY2004</b>	<b>Actual FY2005</b>	<b>Actual FY2006</b>	<b>Goal FY2007</b>
Total number of external grant applications submitted/percent of faculty submitting	0/0%	2/25%	1/11%	2/22%
Total number of funded external grants/percent of faculty funded	0/0%	1/12.5%	0/0%	2/22%
<b>Service Activity</b>				
Percent of faculty meeting acceptable standard of service activity	100%	100%	100%	100%
Percent of faculty meeting exceptional standard of service activity	75% meet departmental criteria for considerable merit; 25% meet criteria for unusual merit	87.5% meet departmental criteria for considerable merit; 25% meet criteria for unusual merit	75% meet departmental criteria for considerable merit; 25% meet criteria for unusual merit	75%/25%
<b>Assurance of Student Learning</b>				
New assessments rolled out in AY 06 and AY 07				
Preliminary results of new Undergraduate Exit Survey - % of students rating themselves as satisfied or very satisfied with their psychology education			100%	>80%
<b>Other Departmental Key Performance Indicators (up to 3 additional measures, optional)</b>				
1. Number of students involved in research with faculty outside Experimental Lab (counted by semester & project)	?	22	71	45

**C. Current Quality Initiatives and Results**

<b>FY 2006 Quality Initiatives</b>	<b>Results</b>
Devise a plan for student recruitment	<p>*Made contacts with community college instructors and visited five community colleges on recruiting visits</p> <p>*Finished new brochure utilizing university template</p> <p>*Wrote a Reassigned Time (Track II) application to plan a "Psychology Day" for high school students (application denied)</p> <p>*Made changes to already piloted survey on why students choose a psychology major, and gave the survey to psych majors (will use information)</p> <p>*More changes were made to the graduate program portion of the psychology web site to make it more user friendly</p>
Devise a system of assessing student learning outcomes.	<p>*Completed a major revision of the graduate satisfaction survey started AY 05 using research-based assessment methods, moved it on-line for easier student access</p> <p>*Researched objective tests of psychology learning outcomes, chose one (the ACAT) after much discussion regarding test applicability to our program, and pursued funding sources for the ACAT. Hope to implement in AY 07.</p> <p>*Began to assess undergraduate program affinity diagrams, in preparation for academic audit</p>

<b>FY 2007 Quality Initiatives</b>	<b>Responsible Party, Resources, and Plan</b>
Complete academic audit: 3 graduate degrees	<p>Responsible parties: Ken Olson, Carrie Nassif, Steve Duvall, Carol Patrick, Steve Kitzi</p> <p>Resources needed: Faculty time; funds for phone calls, alumni surveys, and to implement assessment strategies</p> <p>Plan: Committee will meet every two weeks during school year, will report monthly to the faculty as a whole, and will</p>

	set their timeline and strategies for audit at the beginning of the year
<p>Partial academic audit: undergraduate degree</p> <p>(Note – An academic audit, with research of other university programs, focus groups of our seniors, extensive faculty discussion of learning objectives and holes in existing program, etc., was completed a few years ago. We will briefly review the new curriculum, continue implementing the assessment of student learning strategies developed in AY 05 and AY 06, and examine the alignment among learning objectives, curriculum and assessment.</p>	<p>Responsible parties: Kaira Hayes, Heath Marrs, Janett Naylor, Gina Smith</p> <p>Resources needed: Faculty time, funds to implement assessment strategies</p> <p>Plan: Committee will meet every two weeks during school year, will report monthly to the faculty as a whole, and will set their timeline and strategies for audit at the beginning of the year</p>

### III. Strategic Plan and Opportunities for Improvement for FY2007

#### A. Departmental Reflection of Strengths, Weaknesses, Opportunities, and Threats

Strengths	Weaknesses/Needs
<p><b>UG</b></p> <ul style="list-style-type: none"> <li>*A thriving program, with increases in majors, minors, and SCH</li> <li>*A major with a strong grounding in both the science and practice of psychology</li> <li>*A relatively new curriculum, flexible to the needs of students</li> <li>*Faculty that exhibit excellence in teaching</li> <li>*Scholarly activity, productivity, and recognized expertise of faculty</li> <li>*Rapidly increasing undergraduate involvement in research</li> <li>*A sizeable number of students newly involved in applied research with state service agencies</li> <li>*Faculty working with community and state organizations in research and service, as well as actively involved in professional organizations</li> <li>*A student group that is active, volunteering in the community, and</li> </ul>	<p><b>UG</b></p> <ul style="list-style-type: none"> <li>*With increase in number of students, the need to offer more sections of basic, required courses is decreasing our ability to offer new, cutting-edge electives (or even an adequate number of electives)</li> <li>*Many required courses filling quickly</li> <li>*With the increase in students, advisors are overtaxed; this has begun to cause problems in the quality of advising and advising burnout in faculty during advising periods</li> <li>*Retaining quality faculty with salaries lower than peer institutions, and with rapidly increasing workloads due to increased enrollment</li> <li>*Faculty time is precious; retaining excellence in teaching, productivity in research, mentoring of students as research assistants, and active service at all levels is difficult, particularly in light of increasing enrollment in UG &amp; GR</li> </ul>

<p>involved in many refereed scholarly endeavors</p> <ul style="list-style-type: none"> <li>*Increasing gender diversity in the faculty (important in a female-dominated major)</li> <li>*Improvements in variation of instructional style in Basic Processes section of major requirements</li> </ul> <p><b>GR</b></p> <ul style="list-style-type: none"> <li>*Thriving graduate programs, with an increasing number of applicants and students, particularly in Clinical &amp; School Programs</li> <li>*Employability of graduates, particularly those in the school psychology program</li> <li>*Collaboration with Kelly Center provides strong on-site training for clinical students</li> <li>*Clinical students learn from providing outreach programming to campus community</li> <li>*FHSU provides many/most of the clinical &amp; school psychologists in western KS</li> <li>*A flexible General masters program that allows students to prepare for experimental doctoral programs or community college teaching</li> </ul>	<p>programs and VC overload teaching</p> <ul style="list-style-type: none"> <li>*This year, with a faculty member, on sabbatical, we became aware of just how close we are to the line of overloading faculty to the point of quitting. The extra pressure of this, combined with the ever-increasing “normal” workload, created worrisome morale problems among the faculty</li> </ul> <p><b>GR</b></p> <ul style="list-style-type: none"> <li>*Faculty time to chair increasing number of required theses (without remuneration) is difficult to find with other increasing faculty commitments (see UG section)</li> <li>*Increased number of students in school psychology program, combined with recent doubling in state regulations as to on-site visits required for each student during practica and internships, is straining School Psychology Director’s time and departmental OOE for travel to sites</li> <li>*Due to limited faculty number and growing programs, it is difficult to provide clinical electives or new cutting-edge courses, even though faculty have the expertise and interest to do so</li> <li>*With more clinical graduate students, each student either receives less supervision or more and more faculty time to supervise is needed</li> <li>*School Psychology program is not accredited due to lack of faculty members required by accrediting body</li> <li>*GTA support lower than some competing graduate institutions, causing problems in recruiting the better students (although this situation has improved somewhat recently)</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>*Increase in faculty FTE would enable more sections of required UG major classes to be offered, as well as more electives at the UG level, and more clinical electives.</li> <li>*Research consortium with Larned State</li> </ul>	<ul style="list-style-type: none"> <li>*Students becoming frustrated with lack of electives and possible decreases in individual time with faculty</li> <li>*Because of over-commitment of faculty time to growing UG, GR &amp; VC programs: <ul style="list-style-type: none"> <li>-Faculty burnout</li> </ul> </li> </ul>

<p>Hospital could increase faculty and student research productivity and provide valuable service to the state</p> <p>*Joint Mental Health Technician Training with Larned State Hospital will increase employment opportunities for students</p> <p>*Increase in clinical and school psychology students would help meet the growing need for such services in western Kansas (particularly in school psych)</p> <p>*Faculty flexibility and enthusiasm should stave off many of the “threats” listed, although the threats are growing stronger</p> <p>*The use of Reassigned Time for a “Director of Advising and Recruiting” would allow better service to our students in the face of increasing enrollments, and would help maintain the enrollment increases (so we can maintain the necessary resources to serve students)</p> <p>*Connections with Larned State Hospital and Case Management training could provide more concrete job opportunities for our graduating seniors and clinical masters students, more apprenticeship opportunities for our UGs, and more internships opportunities for our GRs</p> <p>*Updates of our assessments methods will allow improvements in our UG program</p>	<p>-Faculty leaving for institutions with higher salaries and lower workload</p> <p>-Faculty showing decreases in teaching and advising excellence</p> <p>-Faculty decreasing scholarly productivity</p> <p>-Faculty decreasing service commitments at all levels</p> <p>-Faculty refusing to take on even more additional duties necessary for serving the students, but unpaid (chairing theses, taking on MLS students, mentoring UGs in research, supervising independent studies, etc.)</p> <p>*Because of lower salaries than peers, increasing health costs for faculty with family coverage, and increasing housing costs:</p> <p>-Faculty taking on more overload VC classes to supplement income</p> <p>*Because of dropping numbers of potential students in western KS and lack of available faculty time to devote to recruitment, we could experience a decline in enrollment, thus threatening our ability to offer the programs and services now available</p> <p>*Track II Reassigned Time Application to develop recruiting program and apprenticeship program threatens both the ability of the department to recruit new students, and to provide apprenticeships to increase students’ practical skills, networking, and service to the community</p>
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**B. Opportunities for Improvement**

Long Term Strategic Initiatives	Resources Required	Expected Outcome
Another faculty FTE	Pay and benefits	Increase in faculty FTE would enable more sections of required UG major classes to be offered, as well as more electives at the UG level, and more

		masters clinical electives. If the right hire were made, it might also enable us to get the School Psych program accredited.
An advising/ recruitment director	Track I &/or Track II Reassigned Time, or permanent assignment of faculty time	*With the increase in students, advisors are overtaxed; this may help prevent problems with the quality of advising. *Because of dropping numbers of potential students in western KS, we could experience a decline in enrollment, thus threatening our ability to offer the programs and services now available. Giving someone time to work on recruitment could help prevent this issue. *Giving a faculty member time to work on developing apprenticeships would increase the employability of our graduates, provide service-learning opportunities for students, and provide assistance to community agencies that need it
Larger Martin Allen classroom	Labor and materials	Knock out wall between MA 207 and MA 209 to create larger classroom, in order to accommodate increased size of graduate classes
Psychological Assessments (Tests) – update and computerize	Cost of tests/assessments, plus possible cost of computer(s) (although existing computers may be used)	Purchase updated versions of tests that we teach students in assessment courses and other appropriate graduate courses; purchase available computerized scoring programs for psychological tests

#### **IV. Supporting Materials**

**A. Department Degree Program Affinity Diagram(s)**

**B. Department Staffing Plan**

**C. Bibliography of Departmental Scholarly Activity**

**D. Department Program Assessment Results**

**E. Other Departmental Information**

**F. Special AQIP Report**

Department Degree Program Affinity Diagram(s)

### Affinity Diagram – B.A. in Psychology Program

Characteristics of B.A. Psychology Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p><b>Knowledgeable:</b></p> <p>They have a good foundation in psychology as a science and a profession.</p> <p>They have sufficient depth in selected areas of interest to pursue employment and/or graduate school.</p> <p>They know the strengths and limitations of psychology.</p> <p><b>Analytical:</b></p> <p>They are able to reason well about specific research findings.</p> <p>They are able to generalize appropriately from research findings.</p> <p>They are able to further their own education and professional experience by additional self-directed activities.</p> <p>They possess and maintain a life-long interest in learning and personal growth.</p>	<p>The learner will:</p> <ol style="list-style-type: none"> <li>1) develop the view that behavior and mental processes are amenable to scientific analysis.</li> <li>2) possess/acquire concepts and ideas from a full range of subareas in the discipline of psychology.</li> <li>3) develop advanced mastery in selected areas of psychological inquiry.</li> <li>4) develop a firm foundation in scientific methodology, including the proper use of statistics and research design, and the effective communication of findings to others.</li> <li>5. arrive at or develop specific goals for post graduation endeavors.</li> <li>6. demonstrate how the areas of psychology are integrated.</li> <li>7. develop mastery of a cognate area which complements interests in psychology.</li> <li>8. recognize ethical issues as they relate to the discipline of psychology</li> </ol>	<p>Foundation and Core courses</p> <p>Electives in both Applied and Basic Processes</p> <p>Electives in both Applied and Basic Processes</p> <p>PSY250 Applied Statistics PSY 259 Experimental Lab Research Experiences</p> <p>Advanced General Psychology Internships, Apprenticeships Research Experiences</p> <p>Capstone course: History and Systems</p> <p>Electives</p> <p>Foundation and Research courses Apprenticeships Research Experiences</p>	<p>Senior psychology exam (Area Concentration Achievement Test)</p> <p>Senior psychology exam (ACAT)</p> <p>Senior psychology exam (ACAT)</p> <p>Senior psychology exam (ACAT) Participation in independent research and research groups</p> <p>Senior exit survey</p> <p>Capstone project in History and Systems</p> <p>Senior Exit Survey</p> <p>Capstone project in History and Systems</p>	<p>Implement during 06-07</p> <p>Implement during 06-07</p> <p>Implement during 06-07</p> <p>Implement during 06-07</p> <p>Spring 06 Results</p> <p>Implement during 06-07</p> <p>Spring 06 Results</p> <p>Implement during 06-07</p>	<p>Will be examined during Year of the Department meetings in 06-07.</p>

### Affinity Diagram – B.S. in Psychology Program

Characteristics of B.S. Psychology Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p><b>Knowledgeable:</b></p> <p>They have a good foundation in psychology as a science and a profession.</p> <p>They have sufficient depth in selected areas of interest to pursue employment and/or graduate school.</p> <p>They know the strengths and limitations of psychology.</p> <p><b>Analytical:</b></p> <p>They are able to reason well about specific research findings.</p> <p>They are able to generalize appropriately from research findings.</p> <p>They are able to further their own education and professional experience by additional self-directed activities.</p> <p>They possess and maintain a life-long interest in learning and personal growth.</p>	<p>The learner will:</p> <ol style="list-style-type: none"> <li>1) develop the view that behavior and mental processes are amenable to scientific analysis.</li> <li>2) possess/acquire concepts and ideas from a full range of subareas in the discipline of psychology.</li> <li>3) develop advanced mastery in selected areas of psychological inquiry.</li> <li>4) develop a firm foundation in scientific methodology, including the proper use of statistics and research design, and the effective communication of findings to others.</li> <li>5. arrive at or develop specific goals for post graduation endeavors.</li> <li>6. demonstrate how the areas of psychology are integrated.</li> <li>7. develop mastery of a cognate area which complements interests in psychology.</li> <li>8. recognize ethical issues as they relate to the discipline of psychology</li> </ol>	<p>Foundation and Core courses</p> <p>Electives in both Applied and Basic Processes</p> <p>Electives in both Applied and Basic Processes</p> <p>PSY250 Applied Statistics PSY 259 Experimental Lab Research Experiences</p> <p>Advanced General Psychology Internships, Apprenticeships Research Experiences</p> <p>Capstone course: History and Systems</p> <p>Electives</p> <p>Foundation and Research courses Apprenticeships Research Experiences</p>	<p>Senior psychology exam (Area Concentration Achievement Test)</p> <p>Senior psychology exam (ACAT)</p> <p>Senior psychology exam (ACAT)</p> <p>Senior psychology exam (ACAT) Participation in independent research and research groups</p> <p>Senior exit survey</p> <p>Capstone project in History and Systems</p> <p>Senior Exit Survey</p> <p>Capstone project in History and Systems</p>	<p>Implement during 06-07</p> <p>Implement during 06-07</p> <p>Implement during 06-07</p> <p>Implement during 06-07</p> <p>Spring 06 Results</p> <p>Implement during 06-07</p> <p>Spring 06 Results</p> <p>Implement during 06-07</p>	<p>Will be examined during Year of the Department meetings in 06-07.</p>

**Affinity Diagram – M.S. Degree in Psychology (School)**

<b>Characteristics of M.S. School Psychology Program</b>	<b>Expected Learning Outcomes</b>	<b>Curriculum</b>	<b>Assessment Approach and Methods</b>	<b>Results</b>	<b>Curricular and/or Pedagogical Changes</b>
<p><b>Knowledgeable:</b></p> <p>They will understand and utilize formal and informal assessment procedures and be able to communicate the results effectively.</p> <p>They will have an understanding of, and responsiveness to, human diversity.</p> <p><b>Analytical:</b></p> <p>They will be competent in research methodology in order to make data driven decisions in a school setting.</p> <p><b>Adaptable</b></p> <p>They will have a commitment to continued personal and professional growth.</p>	<p>The learner will</p> <ol style="list-style-type: none"> <li>1) develop an understanding of psychological foundations.</li> <li>2) develop skills in assessment.</li> <li>3) develop competency in statistics and research design.</li> <li>4) develop an understanding of professional school psychology.</li> <li>5) recognize ethical issues as they relate to the discipline of psychology</li> </ol>	<p>PSY685 Behavior Therapy            PSY 810 Developmental Psychology I            PSY820 Advanced Learning and Motivation            PSY 830 Professional Ethics in Psychology            PSY 840 Appraisal of Children            PSY 845 Experimental Methods            PSY 850 Inferential Statistics            PSY 880 Methods in School Psychology            PSY 881 Observation in School Psychology            Electives (To be selected from one of the recommended psychology graduate courses in biological bases of behavior or child/family therapy.</p>	<p><b>Comprehensive Exams</b></p> <p>Students take written exam, covering substantive aspects of school psychology. All faculty are involved in grading and evaluating the tests.</p> <p><b>Ed.S. Continuance:</b> This MS program is a prelude to the Ed.S. program in school psychology. Successful students continue in graduate school. Success/failure rates are monitored.</p> <p><b>Diagnostic Test of General Knowledge of Psychology:</b> Upon entrance to the program, students will be given a test of general knowledge of psychology. Students will be advised on their areas of deficiencies, with the information that they will need this knowledge to pass licensure exams. Post-tests on exit of the program will be taken to see if deficiencies have been remedied.</p>	<p>100% passed on the first try</p> <p>100% continued to Ed.S. program</p> <p>System is being implemented or modified in AY 06-07</p>	<p>Will be examined during Year of the Department meetings in 06-07.</p>

**Affinity Diagram – Ed.S. Degree in Psychology (School)**

<b>Characteristics of Ed.S. School Psychology Program</b>	<b>Expected Learning Outcomes</b>	<b>Curriculum</b>	<b>Assessment Approach and Methods</b>	<b>Results</b>	<b>Curricular and/or Pedagogical Changes</b>
<p>In addition to the characteristics of the M.S. level school psychologist, the Ed.S. student will be:</p> <p><b>Professionally Skilled</b></p> <p>They are able to foster active inquiry, collaboration, and supportive intervention among individuals involved in schools and the community.</p> <p>They are able to collaborate and consult with school personnel, other professionals, students, and families.</p> <p>They are able to design, implement, and evaluate prevention and intervention strategies in a school and/or community setting.</p> <p><b>Analytical</b></p> <p>They are able to appropriately generalize from and communicate research findings.</p> <p><b>Adaptable</b></p> <p>They are able to self-direct additional personal, educational, and professional development</p>	<p>The Ed.S. degree builds on the M.S. in psychology (school) competencies. In addition to the M.S. competencies, the learner will:</p> <ol style="list-style-type: none"> <li>1) develop an understanding of educational foundations.</li> <li>2) develop competency in direct and indirect intervention strategies.</li> <li>3) develop a firm foundation in scientific methodology, including the proper use of statistics and research design, and the effective communication of findings to others.</li> <li>4) develop a knowledge of the various models of consultation in the schools.</li> </ol>	<p>M.S. degree in Psychology (School) plus:</p> <p>SPED801 Legal/Professional Issues in Special Ed.            SPED802 Theories of Exceptionalities            SPED811 Characteristics of Early Childhood Sp. Ed.  <u>or</u>            SPED812 Curriculum/Early Childhood So. Ed            PSY981 Psychological Consultation in the Schools            PSY890 Practicum in Applied Psychology            EAC858 Educational Issues <u>or</u>            EAC900 History and Philosophy of Education            PSY977 Observation in School Psychology            PSY984 Practicum in School Psychology            PSY999 Field Study (Thesis)</p> <p>Electives (To be selected from one of the recommended psychology graduate courses in biological bases of behavior or child/family therapy.</p>	<p><b>Practica experiences:</b>            Students’ performance as judged by external examiners.</p> <p><b>Comprehensive Exams:</b>            Written exams covering school psychology and statistical/research methodology. All faculty are involved in grading.</p> <p><b>Research projects &amp; Thesis (Field Study):</b>            Students conduct empirical research, integrate this into existing knowledge, and present results in written form and via an oral exam.</p> <p><b>Alumni success:</b>            Entry into advanced graduate training and success at finding professional employment is monitored.</p> <p><b>National Licensure Test:</b>            Percent of graduates achieving cutoff score for state licensure will be monitored.</p> <p><b>Consumer Surveys:</b>            Periodic surveys of graduates and employers will be undertaken.</p>	<p>89% met or exceeded expectations</p> <p>100% passed on first try</p> <p>100% of graduating students conducted research that was approved by the Graduate Committee</p> <p>100% of graduating student placed in school psychology positions</p> <p>100% passed the national licensure test</p> <p>Occurs through NCATE, response rate extremely low; no usable data</p>	<p>Will be examined during Year of the Department meetings in 06-07.</p>

**Affinity Diagram - M.S. Degree in Psychology (Clinical)**

<b>Characteristics of Clinical Psychology Program</b>	<b>Expected Learning Outcomes</b>	<b>Curriculum</b>	<b>Assessment Approach and Methods</b>	<b>Results</b>	<b>Curricular and/or Pedagogical Changes</b>
<p><b>Adaptive</b> They have a commitment to continued professional growth and development.</p> <p>They have the skills to acquire new information and resources in their field.</p> <p><b>Professionally Skilled</b> They utilize formal and informal methods of psychological assessment of children and adults.</p> <p>They are able to utilize both direct (e.g., psychotherapy) and indirect (e.g., consultation) methods of psychological intervention.</p> <p>They have professional report writing skills.</p> <p><b>Knowledgeable/Analytical</b> They understand and are able to appropriately implement research methodologies.</p> <p>They have knowledge and a sensitivity to ethical issues in the practice of psychology.</p> <p>They have an orientation to professional issues in psychology, and are familiar with the organizational structure of mental health agencies.</p>	<p align="center"><b>Goals</b></p> <p>The learner will:</p> <p>1) develop an understanding of core psychological disciplines.</p> <p>2) develop skills in psychological assessment.</p> <p>3) acquire competency in statistics and research methodology.</p> <p>4) acquire knowledge of legal and ethical issues in psychological practice.</p> <p>5) develop competency in psychological treatment and intervention.</p> <p>6) develop psychological report writing skills.</p> <p>7) conduct procedures for diagnosis of mental disorders.</p> <p>8) develop the ability to evaluate psychological intervention procedures and their outcomes.</p> <p>9) recognize and define professional issues in psychology.</p>	<p><b>I. Methodology Core</b></p> <p>PSY845 Experimental Methods PSY850 Inferential Statistics PSY899 Thesis</p> <p><b>II. Clinical Core</b></p> <p>PSY685 Behavior Therapy PSY800 Advanced Abnormal Psychology PSY830 Professional Ethics in Psychology PSY840 Appraisal of Children PSY 855 Appraisal of Adults PSY877 Seminar in Community Mental Health PSY890 Practicum in Applied Psychology PSY892 Internship in Clinical Psychology</p> <p><b>III. General Core</b></p> <p>Six graduate credits in substantive areas, (e.g., social developmental, physiological, or learning) of psychology</p>	<p><b>Practica/Internship experiences:</b> Students' performance is judged by external examiners.</p> <p><b>Comprehensive Exams:</b> Written exams covering clinical psychology and statistical/research methodology. All faculty are involved in grading.</p> <p><b>Research projects &amp; Thesis:</b> Students conduct empirical research, integrate this into existing knowledge, and present results in written form and via an oral exam.</p> <p><b>Alumni success:</b> Entry into advanced graduate training and success at finding professional employment is monitored.</p> <p><b>Diagnostic Test of General Knowledge of Psychology:</b> Upon entrance to the program, students will be given a test of general knowledge of psychology. Students will be advised on their areas of deficiencies, with the information that they will need this knowledge to pass licensure exams. Post-tests on exit of the program will be taken to see if deficiencies have been remedied.</p>	<p>100% rated by supervisors as "effective" in internship performance</p> <p>100% passed on first try</p> <p>100% of graduating students conducted research that was approved by the Graduate Committee</p> <p>Information available starting 06-07</p> <p>System is being implemented or modified in AY 06-07</p>	<p>Will be examined during Year of the Department meetings in 06-07.</p>

**Affinity Diagram - M.S. Degree in Psychology (Experimental/General)**

<b>Characteristics of M.S. Experimental/General Psychology Program</b>	<b>Expected Learning Outcomes</b>	<b>Curriculum</b>	<b>Assessment Approach and Methods</b>	<b>Results</b>	<b>Curricular and/or Pedagogical Changes</b>
<p align="center"><b>Knowledgeable</b></p> <p>They have a solid foundation in research methodology.</p> <p>They have both breadth and depth in the discipline of psychology.</p> <p>They know the strengths and limitations of psychology.</p> <p>They are knowledgeable about human diversity as it relates to their area of specialization.</p> <p align="center"><b>Analytical</b></p> <p>They are able to appropriately generalize from and communicate research findings.</p> <p align="center"><b>Adaptable</b></p> <p>They are able to self-direct additional personal, educational, and professional development.</p>	<p align="center"><b>Goals</b></p> <p>The learner will:</p> <p>1) confirm and extend the view that behavior and mental processes are amenable to scientific analysis.</p> <p>2) possess/acquire concepts and ideas from the full range of subareas in the discipline of psychology.</p> <p>3) develop advanced mastery in selected areas of psychological inquiry.</p> <p>4) develop a firm foundation in scientific methodology, including the proper use of statistics and research design, and the effective communication of findings to others.</p> <p>5) recognize ethical issues as they relate to the discipline of psychology.</p>	<p>PSY665 Physiological Psychology</p> <p>PSY810 Developmental Psychology I</p> <p>PSY820 Advanced Learning and Motivation</p> <p>PSY845 Experimental Methods</p> <p>PSY850 Inferential Statistics</p> <p>PSY899 Thesis</p> <p>Electives in Experimental Psychology</p>	<p><b>Comprehensive Exams:</b></p> <p>Students take written exams covering substantive areas of experimental psychology and covering statistical and research methodology. All faculty are involved in grading and evaluating the tests.</p> <p><b>Research projects &amp; Thesis:</b></p> <p>Students carry out empirical research, integrate this into existing knowledge, and present results in written form and via an oral exam.</p> <p><b>Alumni success:</b></p> <p>Students' entry into advanced graduate training and success at finding professional employment is monitored.</p> <p><b>Diagnostic Test of General Knowledge of Psychology:</b></p> <p>Upon entrance to the program, students will be given a test of general knowledge of psychology. Students will be advised on their areas of deficiencies, with the information that they will need this knowledge to pass licensure exams. Post-tests on exit of the program will be taken to see if deficiencies have been remedied.</p>	<p>100% passed on first try</p> <p>100% satisfactorily completed</p> <p>Hired two of our own graduates as faculty (best in nationwide search)</p> <p>System is being implemented or modified in AY 06-07</p>	<p>Will be examined during Year of the Department meetings in 06-07.</p>

## Staffing Plan

**Fort Hays State University – College of Arts & Sciences**

**Department Staffing Plan and Assignments**

**Department of Psychology**

**AY 05-06**

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9) <sup>B</sup>	(10) <sup>C</sup>	(11)	
Anticipated Position # 116641-- Department Needs	Faculty Member	Faculty Expertise	Retirement (birthdate)	Assigned Instructional FTE	Current Rank	Degree Completed	Track	Current Salary In Line	Nat'l Average for Discipline/ Rank	%Above(Below) Nat'l Average	
2	BioPsychology	Smith, G.	Clinical	10/08/65	1.0	Instructor	MS 1992	Renewable	\$38,912	\$36,542	6.0%
10	General/Applied	Hayes, K. <sup>A</sup>	Clinical/General Neuro	10/22/68	1.0	Assistant	MS 1995 (Ph.D. in Progress)	Tenure	\$41,606	\$48,303	-16.0%
3	General/Social	Naylor, J.	Developmental/ Social	11/04/76	1.0	Instructor	Ph.D. 2006	Tenure	\$40,414	\$45,971	-14.0%
9	School	Duval, S.	School	07/06/50	1.0	Assistant	Ph.D. 1990	Tenure	\$48,849	\$48,303	1.0%
1	Developmental	Patrick, C.	Developmental	10/29/62	1.0	Associate	Ph.D. 1997	Tenured	\$67,065 <sup>F</sup>	\$94,437 <sup>F</sup>	-41.0%
7	Learning	Kitzis, S.	Cognitive	06/06/52	1.0	Associate	Ph.D. 1993	Tenured	\$48,768	\$58,883	-21.0%
4	Clinical <sup>F</sup>	Nassif, C. <sup>D</sup>	Clinical	08/16/71	0.5	Assistant	Ph.D. 2004	Tenure	\$47,350	\$48,303	-2.0%
								PSY-\$23,858			
								KC-\$23,492			
6	Clinical	Olson, K.	Clinical	10/08/51	1.0	Professor	Ph.D. 1978	Tenured	\$66,400	\$77,125	-16%
8	Experimental	Marrs, H.	Educational	09/22/71	1.0	Assistant	Ed.D. 2005	Tenure	\$44,910	\$45,971	-2.0%
<p>A Salary should be pushed up to \$45,000 or more. Mean offer made to starting assistant profs in MS Psych Departments was \$44,496 in Fall of 2005 (Source Amer. Psych. Assoc., March 2006.)</p> <p>B Column 9 – Current "Annual Base Salary" (AY 2005-2006).</p> <p>C Column 10 – Average 9 month salary (2005--2006) for full time faculty in departments of psychology which offer MS degrees, by rank and by years in rank. (Source: American Psychological Association – March 2006)</p> <p>D Joint assignment (.5/.5) with the Kelly Center.</p> <p>E Chair: Salary line represents 12 month chair salary.</p> <p>F Average 12 month Chair Salary in departments that offer MS degrees. Converted from 9 mo. mean of \$67769. (Source: American Psychological Association, Feb. 2003).</p> <p>G This is a clinical service delivery position. Person MUST be licensed for practice in Kansas. Salary is well above usual academic levels to compete with what is available in the non-academic marketplace.</p> <p>H This amount represents the average for instructors in Master's level psychology program, without respect to number of years of service. Gina has had 6 years of meritorious service at FHSU.</p>											

Bibliography of Departmental Scholarly Activity

## Bibliography of Departmental Scholarly Activity

### I. Books, book chapters, or refereed articles published

- Duvall, S. F.** (2005). The effectiveness of homeschooling students with special needs. In B. S. Cooper (Ed.) *Home schooling in full view: A reader* (pp. 151-166). Greenwich, CT: Information Age Publishing.
- Nassif, C.** (in press). The development of a preliminary creativity scale for the MMPI-2: The C scale. *Journal of Creativity Research*.
- Olson, K.** (2005). Engagement and self control: Superordinate dimensions of the big five traits. *Personality and Individual Differences*, 38, 1689-1700.
- Paige, L., **Kitzis, S.**, Wolfe, J., & Kitson, J. (2006). Implementing the safe schools/ healthy students initiative in Kansas. In the handbook of school violence and school safety: From research to practice. Mahwah, NJ: Lawrence Erlbaum.

### II. Scholarly performances and other creative activities

- Barb, M., Ruggerio, J., & **Marrs, H.** (2005, November). *Personality characteristics among different college majors*. Paper presented at the annual meeting of the Psychological and Educational Research Association in Kansas, Emporia, KS.
- Hayes, K. M.**, McCain, J. R., Augustine, M. J., & **Marrs, H.** (2006, April). *A comparison of online open-book and traditional assessment techniques*. Paper presented at the annual meeting of the Southwestern Psychological Association, Austin, TX.
- Hayes, K. M.**, & **Marrs, H.** (2006, April). *Perceptions of online quizzing*. Paper presented at the annual meeting of the Southwestern Psychological Association, Austin, TX.
- Marrs, H.** (2005, October). *Personal epistemology and culture*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Columbus, OH.
- Marrs, H.** (2005, November). *Personal epistemology*. Invited paper presented at the annual meeting of the Psychological and Educational Research Association in Kansas, Emporia, KS.
- Olson, K.** (2005). Social mood and core elements of personality. *Progress in Socionomics*, 2, 3-5.
- Olson, K.** (2005, Fall). Research with personality. *Research Matters*, 7-8.

### **III. External grant applications submitted**

External grant submitted November 2005: Adams, P., **Marrs, H.**, Walizer, B., & Danner-Kuhn. *Fort Hays State University Teacher Quality Research – Reading and Writing Grant*. U.S. Institute for Educational Sciences.

### **IV. Internal grant applications funded**

**Marrs, H.** (2006, Summer). A cross-cultural exploration of epistemological beliefs, self-construal, and conceptions of learning. FHSU Summer Faculty Research Grant.

### **V. Articles submitted**

**Allen, A., & Patrick, C.** (submitted for publication). Life satisfaction and self-esteem of parents with behaviorally disordered children: The effect of parental motives. *Journal of Abnormal Child Psychology*.

**Marrs, H.,** Hemmert, E., & Jansen, J. (submitted for publication). Trouble in a small school: Perceptions of at-risk students in a rural high school. *Journal of At-Risk Issues*.

**Olson, K.** (submitted for publication). The personality basis of social mood. *Journal of Behavioral Finance*.

Department Program Assessment Results













## Faculty Ratings of Importance of Instructional Objectives FHSU Psychology Department

As a first step in developing a comprehensive assessment program of the Psychology Major, faculty members were asked to complete a confidential survey rating the importance of 19 educational objectives for each different undergraduate course they taught in the past academic year. The 19 objectives were derived from the learning goals and outcomes deemed important for psychology majors by the American Psychological Association (see *American Psychological Association Undergraduate Major Learning Goals and Outcomes* available at [www.apa.org/ed/pcue/taskforcereport2.pdf](http://www.apa.org/ed/pcue/taskforcereport2.pdf)). Twenty-four surveys were returned, representing 24 undergraduate courses taught in the Psychology Department over the course of one academic year (2004-2005). Overall this survey has helped us identify objectives that are important to faculty members in the department and should provide useful information for faculty-wide discussions regarding educational goals and future assessment efforts.

Table 1 below reports the percentage of courses faculty rated each learning objective on a four point scale (very important, moderately important, somewhat important, or not important). Table 2 reports the mean importance ratings of each of the 19 objectives. The objectives with the highest mean importance ratings are: critical thinking, learning content, scientific thinking, written communication, and ability to contribute to discussions about academic issues. Critical thinking and gaining content knowledge were rated as very or moderately important in 92% of courses surveyed. Written communication was rated as very or moderately important in 79% of the courses surveyed. Scientific thinking was rated as very or moderately important in 67% of courses surveyed and the ability to contribute to academic discussions was rated as very or moderately important in 62% of the courses surveyed.

**Table 1. Percentage of Courses for which Faculty Endorsed Learning Objectives**

	Very important	Moderately important	Somewhat important	Not Important
1. Critical thinking / Skeptical inquiry	58.3	33.3	8.3	0
2. Scientific thinking / understanding research methods	50.0	16.7	25	8
3. Understanding theories in topic area	33.3	20.8	37.5	8.3
4. Understanding historical trends in a content area	12.5	50.0	25.0	12.5
5. Understanding recent empirical findings in content area	20.8	20.8	54.2	4.2
6. Learning content in topic area	58.3	33.3	8.3	0
7. Creativity	0	41.7	20.8	37.5
8. Understanding ethical issues in research and practice	45.8	8.3	25.0	20.8
9. Ability to understand diversity issues	8.3	58.3	25.0	8.3
10. Statistical competence	8.3	12.5	8.3	70.8
11. Ability to work cooperatively	8.3	37.5	16.7	37.5
12. Application of content knowledge to social and organizational problems	20.8	25.0	45.8	8.3
13. Application of content knowledge to personal adjustment	20.8	20.8	41.7	16.7
14. Ability to contribute to discussions about academic issues	45.8	16.7	16.7	20.8
15. Public speaking	0	4.2	20.8	75.0
16. Writing in APA style	8.3	12.5	8.3	66.7
17. Written communication	16.7	62.5	20.8	0
18. Ability to search the psychological literature	12.5	20.8	41.7	25.0
19. Career planning and development	8.3	4.2	12.5	75.0

**Table 2. Mean Importance Rankings for all Courses:**

Very Important = 4    Moderately Important = 3    Somewhat Important = 2    Not Important = 1

Objective	M	SD
1. Learning Content	3.50	.66
2. Critical Thinking	3.50	.66
3. Scientific Thinking	3.08	1.06
4. Written Communication	2.96	.62
5. Contribute to discussion about academic issues	2.88	1.23
6. Ethical Issues	2.79	1.25
7. Understanding theories	2.79	1.02
8. Diversity	2.67	.76
9. Understanding historical findings	2.63	.88
10. Understanding empirical findings	2.58	.88
11. Application of content knowledge	2.58	.93
12. Application of content knowledge to personal adjustment	2.46	1.02
13. Search psychological literature	2.21	.98
14. Work cooperatively	2.17	1.05
15. Creativity	2.04	.91
16. Statistical competence	1.58	1.02
17. Writing in APA style	1.54	1.06
18. Career development and planning	1.46	.93
19. Public speaking	1.29	.55

**Importance and Assessment of Instructional Objectives**  
**FHSU Psychology Department**

**Directions:** Please complete one survey for each of the undergraduate courses you have taught in the last year.

Mark the category to which the class you are rating belongs (to help ensure confidentiality, do not mark the specific course you a rating, just the category to which it belongs):

\_\_\_\_\_ Required course (General Psychology, Advanced General Psychology, Statistics, Experimental Lab, History & Systems)

\_\_\_\_\_ Core courses (Child & Dev, Social, Abnormal, Personality, Tests & Measures, Perception, Physiological Psychology, Learning, Motives, Cognitive Psychology)

\_\_\_\_\_ Elective

For each potential objective, rate how important the objective is for your particular course. If the objective in question is not an objective for the specific class you are rating, mark “not important.” After rating the importance of the objective, please describe in general how you assess the objective (i.e. exams, projects, presentations, assignments, etc.). If you do not assess the objective, please leave blank.

At the end of the questionnaire, please list any objectives (general learning objectives, not specific content objectives) that were not included in the list.

	Very important	Moderately important	Somewhat important	Not Important
1. Critical thinking / Skeptical inquiry	4	3	2	1
In general, how do you assess this objective?				
2. Scientific thinking / understanding research methods	4	3	2	1
In general, how do you assess this objective?				
3. Understanding theories in topic area	4	3	2	1
In general, how do you assess this objective?				
4. Understanding historical trends in a content area	4	3	2	1
In general, how do you assess this objective?				

	Very important	Moderately important	Somewhat important	Not Important
5. Understanding recent empirical findings in content area In general, how do you assess this objective?	4	3	2	1
6. Learning content in topic area In general, how do you assess this objective?	4	3	2	1
7. Creativity In general, how do you assess this objective?	4	3	2	1
8. Understanding ethical issues in research and practice In general, how do you assess this objective?	4	3	2	1
9. Ability to understand diversity issues In general, how do you assess this objective?	4	3	2	1
10. Statistical competence In general, how do you assess this objective?	4	3	2	1
11. Ability to work cooperatively In general, how do you assess this objective?	4	3	2	1
12. Application of content knowledge to social and organizational problems In general, how do you assess this objective?	4	3	2	1
13. Application of content knowledge to personal adjustment In general, how do you assess this objective?	4	3	2	1

	Very important	Moderately important	Somewhat important	Not Important
14. Ability to contribute to discussions about academic issues	4	3	2	1
In general, how do you assess this objective?				
15. Public speaking	4	3	2	1
In general, how do you assess this objective?				
16. Writing in APA style	4	3	2	1
In general, how do you assess this objective?				
17. Written communication	4	3	2	1
In general, how do you assess this objective?				
18. Ability to search the psychological literature	4	3	2	1
In general, how do you assess this objective?				
19. Career planning and development	4	3	2	1
In general, how do you assess this objective?				
20. Other objectives:				

## Other Departmental Information

## DEPARTMENT OF PSYCHOLOGY MISSION STATEMENT

To serve the state of Kansas and Fort Hays State University by

### **I. Providing high quality education and training in Psychology to undergraduate and graduate students.**

#### Goals

- A. Recruit, teach and support undergraduate psychology majors= coursework and research.
  - 1. In recruiting, we currently:
    - a. provide information on Tiger Friends and Family Day
    - b. provide scholarships for incoming freshmen
    - c. maintain a liaison with Admissions Counseling
    - d. use a coordinating system of contact and follow-up for potential undergraduate students
    - e. attend Scholarship Recognition Programs
    - f. maintain an undergraduate major population
    - g. provide an orientation to the undergraduate program through Psychology 200 and to the field of psychology through Psychology 100
  - 2. In recruiting, we should attempt to:
    - a. increase contact with community colleges
    - b. increase contact with area high schools
  - 3. In teaching, we currently:
    - a. provide a structured major with breadth of exposure to traditional and current areas and principles of psychology
    - b. provide lab research courses to psychology students so they can experience, hands on, the scientific method.
    - c. integrate technology into the learning process, including introducing students to advance statistical packages.
    - d. provide a flexible major to meet students= needs and goals
    - e. use a learning assessment program that provides and will provide both cross-sectional and longitudinal data on effectiveness of the program
    - f. provide opportunities for advanced research experience through independent studies and collaborative research with faculty.
    - g. provide distance learning courses

4. In teaching, we should attempt to:
  - a. integrate computer controlled experiments in lab classes
  - b. develop a coordinated system of internship or practica for psychology majors
  - c. integrate a diversity component for all offered courses
  - d. provide general education courses via distance learning with appropriate personnel.
  
5. In support, we currently:
  - a. advise and plan programs of study for students
  - b. provide suggested programs of study that are described in orientation brochures
  - c. assist in career preparation and attainment of career goals
  - d. maintain office hours so faculty are accessible to students
  - e. provide awards fro Outstanding Junior and Outstanding Senior; Homer B. Reed (undergraduate) scholarships; and James E. Ryabik (graduate) scholarships
  - f. provide an orientation to the psychology department and the psychology program
  - g. support Psychology Club and Psi Chi groups that are active and provide a source of social support, a sense of community, and a sense of the discipline
  - h. maintain an informative departmental website
  - i. provide letters of reference for students
  
- B. Provide courses as required to support other disciplines
  1. We currently:
    - a. provide service courses in General Education
    - b. provide a structured minor to interface with other disciplines
    - c. provide courses as required support courses for other disciplines
    - d. provide special interest workshop courses
    - e. provide courses of general interest for summer terms
  
  2. We should attempt to:
    - a. develop additional courses with interdisciplinary appeal
    - b. broaden the interface between psychology and other majors
  
- C. Maintain graduate level programs in school, clinical, and general psychology.

1. In recruiting, we currently:
  - a. send letters, complete with brochures, program descriptions and application materials to prospective students.
  - b. are visible at PERK, KASP, KAMP, Great Plains Students= Psychology Conference, and other conferences attended throughout the year.
  - c. maintain a graduate student population of approximately 15-20 new students per year.
  - d. respond to all inquiries generated through internet sites.
  
2. In recruiting we should attempt to:
  - a. make personal contact with Psychology Department chairs and BGS advisors in a five state area.
  - b. increase contacts with FHSU psychology alumni (both graduate and undergraduate).
  - c. maintain a graduate student population of approximately 20 new students per year, with the following suggested distribution: Clinical - 8-10 new students; School - 5-6 new students; General - 5-6 new students.
  - d. when attending conferences go prepared with printed material and application materials for prospective students.
  
3. In teaching, we currently:
  - a. provide students with a solid foundation in the subject matter of psychology.
  - b. provide students with experiences to permit them to develop specialized knowledge and skills.
  - c. provide students with experiences to enable them to critically interpret information, and provide knowledge and experience in the application of analytical and research skills.
  - d. provide a limited number of colloquia for students
  - e. support GASP as an active student organization.
  - f. give continued attention to coordination of graduate programs with state and federal guidelines concerning certification and licensing (e.g., Title 19)
  - g. encourage professional behavior through regular assessment.
  
4. In teaching, we should attempt to:
  - a. develop a learning assessment program at the graduate level.
  - b. increase the number of colloquia offered each year in order to broaden students= exposure to information regarding psychology.
  
5. In support, we currently:
  - a. fund as many students by providing a great deal of assistantship support.

- b. provide close advising of students.
  - c. provide career planning and enhancement, either for work position and/or doctoral programs (e.g., job advertisements, program brochures, references)
  - d. provide a handbook for graduate students and a Thesis Guide
  - e. provide orientation to the graduate program at FHSU.
  - f. provide limited support for professional development (e.g., travel to conventions, facilities, staff support)
6. In support we should attempt to:
- a. develop an organized colloquia program.
  - b. develop a career and graduate information colloquium.
  - c. explore opportunities for external financial support.
- D. Provide role models as psychologists.
- 1. We currently
    - a. are actively engaged in teaching, scholarly activities, and service.
    - b. encourage student attendance at conventions, professional meetings, colloquia, etc. where other psychologists are present.
    - c. engage in collaborative activities of a professional nature with other colleagues.
  - 2. We should attempt to
    - a. encourage, amongst students, collaborative activities which contribute to a professional identity.
    - b. encourage students= voluntary participation in professional related service and research activities.
    - c. become more demonstrative about our passions for professional and scholarly issues.
- E. Serve as advisors to undergraduate and graduate students.
- 1. We currently
    - a. advise approximately 150 undergraduate and 40 graduate majors in psychology.
    - b. advise numerous students with minors in psychology
    - c. advise new and prospective psychology majors.
    - d. provide pamphlets that outline the requirements of the undergraduate major and minor, as well as the graduate programs.
    - e. provide information in PSY 200 regarding the psychology curriculum and faculty members (the classes they teach and their research interests), as well as advice on finding work after graduation and/or getting into graduate school.
  - 2. We should attempt to

- a. Devise an equitable system of distributing the advising load for faculty.
- b. Assess our advising system to determine its effectiveness and potential for change.
- c. Discuss career goals with each individual undergraduate student in order to create distinct plans of study to better prepare them to enter the world of work or get into graduate school after graduation from FHSU.

F. With respect to diversity

1. We currently:

- a. integrate issues of diversity in coursework
- b. anticipate service activities related to diversity issues
- c. enhance our students' understanding of the experiences of diverse people by integrating such material in coursework when relevant

2. We should attempt to:

- a. indicate our general appreciation and support for diversity through our attitudes of openness and acceptance, through role modeling, and with appropriate inclusive language usage and visuals.
- b. increase our students' sensitivity to issues of diversity by introducing these topics in classes
- c. proactively recruit and support diverse students in our major and/or graduate programs

**II. Engage in scholarly activities that will contribute to the science and profession of psychology.**

Goals

A. Improve the data base of the discipline of psychology

1. We currently

- a. conduct basic and applied empirical research.
- b. review journal articles
- c. write book chapters
- d. write books
- e. seek internal funding for research
- f. seek external funding for research
- g. involve undergraduate and graduate students in research

- h. encourage and mentor undergraduate and graduate students in their own research projects.
- 2. We should attempt to
    - a. increase internal and external funding for all research
    - b. increase the number of students conducting research projects
    - c. increase the number of students presenting at research conferences
- B. Disseminate knowledge to the scientific community
- 1. We currently
    - a. publish empirical articles, integrative reviews, and books
    - b. present papers, posters, and demonstrations at scholarly conventions.
    - c. participate in symposia.
    - d. participate as Editors or Reviewers of scholarly journals and/or books
    - e. chair scholarly symposia at conventions
    - f. involve students (undergraduate and graduate) in scholarly activities
  - 2. We should attempt to
    - a. develop a long range systematic program of research
- C. Enhance the instructional role of the faculty through professional development.
- 1. We currently
    - a. publish in scholarly journals.
    - b. engage in research activities and provide opportunities for student involvement in research
    - c. keep current and knowledgeable about the field of psychology
    - d. read, attend scholarly meetings, attend and present workshops, attend continuing education sessions.
    - e. engage in professional networking.
    - f. are involved in grant writing activity related in instruction.
    - g. use computers in instruction.
  - 2. We should attempt to
    - a. strive to publish in the top scholarly journals of the discipline
    - b. increase opportunities for student contribution to the discipline.
    - c. increase grant writing activity related to instruction.

### III. Provide service to Fort Hays State University, the Hays community, and the discipline of psychology.

#### Goals

- A. Contribute to the overall governance and operations of the university as a whole.
  - 1. We currently
    - a. participate in departmental, college/school, and university committees
    - b. participate at the executive level in Faculty Senate.
  - 2. We should attempt to
    - a. increase active participation (e.g., serve as chair, propose new plans) in college/school and university committees.
- B. Contribute to the profession of psychology.
  - 1. We currently
    - a. remain actively involved in professional organizations at the local, state, and national level.
    - b. present at invited colloquia, symposia, and other professional meetings.
  - 2. We should attempt to
    - a. increase leadership roles in professional organizations.
- C. Serve as an informational resource for psychology in Western Kansas and other geographic areas.
  - 1. We currently
    - a. make public presentations and workshops
    - b. consult with university and non-university individuals and agencies
  - 2. We should attempt to
    - a. increase the previously mentioned activities, if possible and necessary.
- D. Increase awareness and appreciation of the contributions of the Department of Psychology (and the profession of psychology) at Fort Hays State University, and the Western Kansas community.